



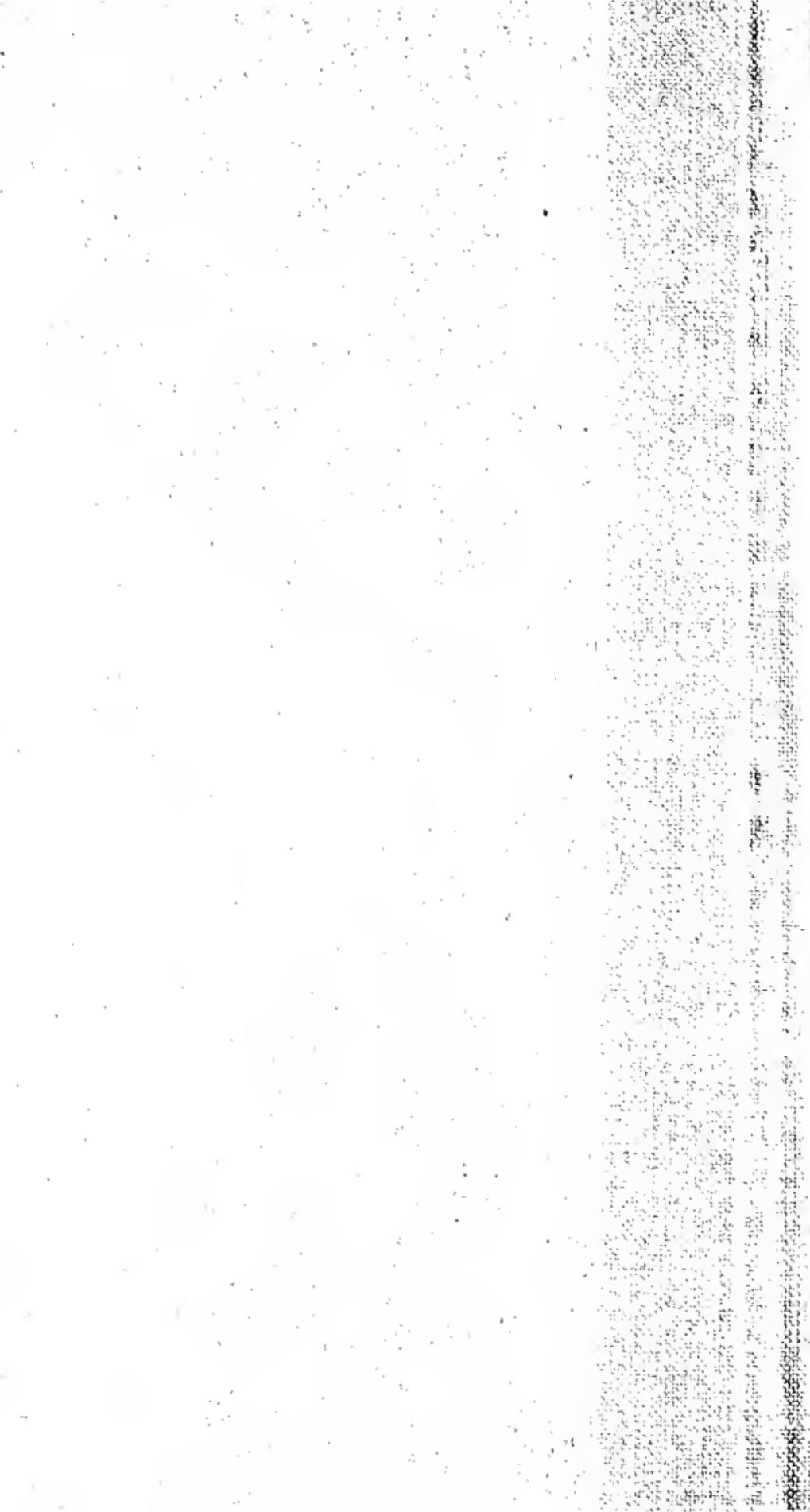
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North Carolina
Teachers' Reading Circle

1909—1910

Questions

ON

Hamilton's The Recitation

ISSUED BY THE
STATE DEPARTMENT OF EDUCATION
RALEIGH, N. C.



NORTH CAROLINA

TEACHERS' READING CIRCLE

1909—1910

PREPARED BY

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SUPERVISOR OF TEACHER TRAINING, STATE DEPARTMENT
OF EDUCATION, RALEIGH, N. C.

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NORTH CAROLINA
TEACHERS' READING CIRCLE

1909-1910.

I. The Recitation.	Hamilton.	
	<i>J. B. Lippincott Company</i>	\$1.00
II. Teaching a District School.	Dinsmore.	
	<i>American Book Company</i>	1.00
III. McMurry's Special Method in Read-		
ing for the Grades.		
	<i>The Macmillan Company</i>	1.00
IV. Irving's Sketch Book; Tennyson's		
Idylls of the King.	Any edition.	
Each25
V. BULLETINS: (I) How to Teach Read-		
ing; (VIII) Outline Course of		
Study.		
	<i>Furnished free by State Depart-</i>	
<i>ment of Education.</i>		
VI. North Carolina Education (one year,		
in clubs of 10 or more).....		.50

PURPOSE.

Every teacher cannot attend a normal school or college; but every teacher can read and study at home. This course is designed for those teachers who are willing to improve themselves. There is an ever-increasing demand for better teachers. This course is optional, but the wise teacher will consider it imperative. The course will cover four years of reading and study, and will lead, in the end, to a diploma, which will be granted by the State Department of Education to all who successfully complete the course. This means professional advancement and better salaries. It means, above all, better work in a calling in which it is criminal not to do one's best.

THE COURSE.

Since the plan of the institutes this year placed great stress on primary methods, the course of reading is made to conform somewhat to the same plan. The teachers are expected to keep copies of the bulletins on *How to Teach Reading* and the *Outline Course of Study* on their desks and make constant use of them. Directions are given in these bulletins about how to teach phonetics, reading, language,

writing, drawing, number and home geography. These suggestions and directions should be put into practice. *McMurry's Method in Reading* ought to be of especial value in helping teachers make use of the story in oral and written language work.

Teaching a District School, by Dinsmore, is full of practical suggestions for the rural teacher. It covers a wide range of topics, and hence cannot treat any of them exhaustively. But a hint often proves sufficient. Our teachers need especially to study the problem of how to classify their pupils and economize time in their daily programs. Some valuable suggestions are given on this topic.

Irving's Sketch Book and *Tennyson's Idyls of the King* are placed in the course for their general culture value. Many of our rural teachers have never read any of the great masterpieces of English. If time cannot be found during the school term for reading these they may be read during the summer. The *Idyls of the King* will be studied exhaustively in the institutes next summer.

The principal book in the course, and the one that should call forth the most serious study, is Hamilton's *The Recitation*. The school succeeds

or fails in proportion as the recitation is a success or a failure. What is a good recitation? What is *teaching*? Many teachers go through the farce of hearing lessons and never realize that they are not teaching. This book, properly studied, will solve many a vital problem.

HOW TO READ THE BOOKS.

There will be furnished with each copy of Hamilton's *The Recitation* and Dinsmore's *District School* a pamphlet of questions which will prove very stimulating and helpful. Besides this, special articles will be published in *North Carolina Education* every month giving synopses of the books, outlines for study and interesting suggestions. *The Recitation* should be studied carefully; it should be read not less than twice. The same can be said of McMurry's book on Reading. Wherever a good suggestion is found it should be put into practice in the schoolroom. Let it be remembered that the course is designed to lead to better *teaching*.

Prof. E. C. Brooks is leading the study of Hamilton's *The Recitation* with the Durham County teachers, and he has kindly consented to publish his outlines in *North Carolina Education*. He is planning to give eight months to the study. Most of our teachers will have to

complete it in three or four months, unless they own a copy of the book and can follow the outlines in their home study. If they do not own a copy individually they will have to make the most out of a more rapid reading, using the printed questions accompanying the book. In studying the essentials of a good recitation the teacher should make constant reference to her own classes, asking herself honestly if she is doing real teaching or only attempting to hear lessons.

COST OF COURSE.

While it is better for each teacher to own all the books of the course, yet, for purposes of economy, a plan is hereby proposed by which the cost will be reduced to a minimum: Let each teacher pay an enrollment fee of \$1 to the County Superintendent. The books will then be ordered by the County Superintendent and kept in a library in his office. He will issue the books to the teachers, one at a time, as they are called for. The exchange of books can best be effected at the meetings of the County Teachers' Association.

North Carolina Education is not included in this arrangement, but must be subscribed for by each teacher.

CERTIFICATES.

At the end of this pamphlet will be found a perforated sheet containing two blank certificates, one for enrollment, the other showing that the course for the year has been satisfactorily completed. When the enrollment blank is filled out it should remain in the pamphlet until the end of the term; then, when the County Superintendent has satisfied himself that the teacher has satisfactorily completed the course, he will fill out the second blank and give it to the teacher. When a teacher has obtained four of these blanks—one for each year—a diploma will be issued to that teacher by the State Department of Education.

WRITTEN TESTS.

At the close of the year each teacher taking the course will be required to stand a written test. The test will be prepared by the Supervisor of Teacher Training and forwarded to the County Superintendents. The test will not be made difficult, but will be designed to show whether or not the teacher has been doing honest work. The reading course will be made the basis hereafter of all examinations in Theory

and Practice of Teaching. A teacher who has passed the course and received a certificate will naturally be excused from that part of the examination. No five-year certificates will be renewed until the holders of such certificates have taken the reading course and passed the required test. Furthermore, if a teacher holding a yearly certificate is pursuing the course the Superintendent will have some basis for renewing the certificate of that teacher. Otherwise, he will have no good reason for doing so. The State Department of Education is preparing to furnish uniform questions for the regular yearly examination of teachers. In these examinations much emphasis will be placed upon the professional side of the teacher's knowledge. It will pay, therefore, to become a diligent member of the North Carolina Teachers' Reading Circle.

TEACHERS' ASSOCIATIONS.

A portion of every meeting of the County Teachers' Association will be devoted to the reading course. Programs and outlines will appear in *North Carolina Education* each month showing how this may be done to advantage. The first program will appear in the October

number. Hamilton's *The Recitation* will be the basis for most of the association work.

Subscriptions to *North Carolina Education* may be sent through your County Superintendent or remitted direct to the publisher at Raleigh, N. C. The price to Reading Circle Clubs of less than 10 is 60 cents a year; to clubs of 10 or more, 50 cents.

TO THE COUNTY SUPERINTENDENT.

Get the course adopted by your teachers at the earliest possible moment. Impress upon them the vital, the absolute necessity of their taking this work if they hope to remain much longer on your list of teachers. This will be a test by which you can determine the earnest, faithful ones among them.

The books can be obtained from the Stone & Barringer Company, Charlotte, N. C., or Alfred Williams & Co., Raleigh, N. C. If the books are ordered in bulk a discount of 10 per cent will be allowed by the dealers.

CERTIFICATE OF ENROLLMENT.

TO THE COUNTY SUPERINTENDENT.

You are hereby authorized to enroll my name as a member of the

NORTH CAROLINA TEACHERS' READING CIRCLE

for..... County, North Carolina, and I hereby
agree to procure and read faithfully all the books prescribed in the course for the
year 1909-1910.

....., Teacher.

Date

P. O.

CERTIFICATE OF CREDIT.

1909-1910.

This Certifies, That

of
County, North Carolina, has given satisfac-
tory evidence of having completed the work of the North Carolina Teachers' Read-
ing Circle for the current school year.

County Superintendent.

Date...

QUESTIONS

ON

HAMILTON'S THE RECITATION

ISSUED BY THE

STATE DEPARTMENT OF EDUCATION

RALEIGH, N. C.

HOW TO USE THIS PAMPHLET.

The author of *The Recitation*, Dr. Hamilton, at the request of Superintendent J. Y. Joyner, very kindly consented to prepare the following list of questions. To him are due the thanks not only of the State Department of Education, but also of every teacher in North Carolina for the valuable aid thus given.

The Recitation should be read carefully, chapter by chapter. After reading a chapter the teacher should use the questions applying to the portion read and work faithfully until every one is answered. The teacher should endeavor constantly to ascertain, through experience in the schoolroom, whether or not vital teaching is being done in accordance with the principles laid down in *The Recitation*.

J. A. BIVINS,
Supervisor of Teacher Training.

THE RECITATION.

PART I.

CHAPTER I.

General View of the Recitation.

Define the recitation. Give the literal meaning of the term; the general meaning. What is the teacher's part in the recitation? What are the means through which he works? What is the pupil's part? Through what means may he expect to attain the end? How does the recitation help to determine the child's habits of study? Explain how careless thinking leads to careless habits of thought. Name some characteristics of a good recitation. What should determine the length of a recitation? What is meant by "a brisk mental movement in a recitation"? Name some indictments against "the average recitation." Name three results that come from aimless recitations. Explain the difference between *teaching* and *examining*.

CHAPTER II.

The Purpose of the Recitation.

Name some of the vital aims of a recitation. How does aim save time? Show how the end determines the means. How is effort unified by aim? What does White give as the aims of the recitation? Why do you think he uses the term in an etymological sense? Compare

the aims enumerated by Putnam with those designated by Sabin. Who is Dr. Harris? Why do you consider Dr. Harris qualified to speak authoritatively on this subject? What aims do you keep in view generally?

CHAPTER III.

Essentials of the Recitation.

Show that *interest* is an essential feature of a recitation. What is attention? How does it differ from interest? Name two kinds of interest. Explain this statement: "Truth is like a diamond." Do you think it is? Why? Illustrate three ways in which a child may be led to acquire an interest in a subject. What is presentation? Why is *attention* essential to successful presentation? What conditions determine the degree of attention you may expect from a child? When is it difficult to secure the attention of a child? Why? Classify teachers with regard to their ability to get the attention of a class. Why will "skillful presentation" aid in securing attention? "Skillful management?" How may the attention be sustained? What should the teacher do when the attention of a pupil is wandering? What should he do when it is lost?

CHAPTER IV.

Preparation for the Recitation; or, The Art of Study.

Is it true that nothing, save thinking, educates? Is truth really a unity? What is a

science? Explain: "We learn with what we have." Name the objective conditions of study. The subjective conditions. Why cannot an empty mind acquire facts? What is discipline? How does special discipline differ from general discipline? What does Emerson say of character? Define the act of study. What is apprehension? Comprehension? Application? Why is it necessary to know what a fact *means*, as well as to know what it *is*? How is character fed by knowing what a fact *teaches*? What four words sum up Jacotot's method? Explain each. Why is verification valuable? Classify the unprepared. Explain each class. How were Tennyson, Carlyle and Dickens annoyed in their work? How does oral instruction help to train pupils to study? Why is a *teaching* recitation better than an *cramining* recitation in training pupils to study? Why is a listless pupil often a poor student? How may a proper assignment of a lesson aid in its preparation?

PART II.

CHAPTER I.

Parts of the Recitation.

Name the four parts of a recitation. Discuss the testing part. What results come from it? Discuss the teaching part. Name its results. What is skill? What is the basis of skill? Discuss the maxim, "Learn to do by doing." Give the view of McLellan; of Schaeffer; of White. What does Roark say is of first importance in all drill? What is the aim in the assignment of a lesson? When should it be made? Why?

CHAPTER II.

Preparation, the First Formal Step.

How do general notions differ from particular notions? What is generalization? What is sense-perception? Name the five formal steps. Explain in a general way what is the function of each. Discuss "immediate and timely" preparation. How does the mind acquire the unknown with and through the known? What is the purpose of calling up related facts formerly learned as a preparation for the new facts to be learned?

CHAPTER III.

Presentation, the Second Formal Step.

What is the purpose of presentation? What is external presentation? What is the inner

activity? Which of these may be regarded as the cause of the other? Discuss clearness. Can you give an original reason why it is necessary? What may we expect from hazy presentation? What conditions are essential to clearness? What is strength in presentation? Give its three elements. How often must a presentation be repeated? Why should all instruction be logical? What is the basis of logical presentation? What is the value of aim and plan in presentation? What is the first effort of instruction? What is the basis of sustained mental action? The evidence of it? How is mental action to be guided and controlled?

CHAPTER IV.

Comparison, the Third Formal Step.

Why is the third formal step called comparison? Discuss the psychological aspect of comparison. Name the three stages in the thinking process. Explain the action of each. Show that comparison is present in each of them. What does Sir William Hamilton say of comparison? Explain the difference between judgment and comparison. What is meant by fixed standards of comparison? Why are they necessary? Name some that you think the child should know and be able to use. Show that the knowledge of fixed standards and the ability to use them lays the foundation for accuracy and facility. What is association? How does it differ from comparison? What is the general law of association? Define and illustrate the

law of similarity; the law of contract; the law of contiguity; the law of correlation. How may the teacher act through each of these laws? How does comparison help the mind to know? How does association help the mind to recall its experiences?

CHAPTER V.

Generalization, the Fourth Formal Step.

Define generalization. Name some generalizations that are fundamental in school work. Should definition precede or follow examination? Why? What does Hamilton Mabie say about culture? Why is generalization not the end of instruction? Why must generalization come after presentation and comparison? What criticism would you make of the teacher who begins the work in geography or grammar with definitions? Why should ideas precede words? Why should oral instruction precede text-book study? Why should percepts precede concepts in the work of instruction? Why is the ability to repeat a definition not always evidence of a knowledge of it?

CHAPTER VI.

Application, the Fifth Formal Step.

What do you mean by the term application? What does McMurry say about it? Explain the difference between the doctrinaire and the man of affairs. How does applying knowledge help to build character? What is the effect of having the child use what he knows and practice

what he has learned? Why are concrete illustrations essential in the teacher's work? Show that application is the goal of all instruction. What is practical instruction? What is the value of utility as compared with culture? Discuss spirit as the vital element in education.

CHAPTER VII.

Thinking in the Recitation.

Why is thinking the most vital problem in school work? Why do percepts precede reflection? What is the effect of offering a child subject-matter so easy of comprehension that it requires scarcely no effort on his part? What is the effect of making the instruction too difficult for him to comprehend? Show that the child's work that gives the largest return is pitched upon the highest plane of his best effort. Write a criticism on teaching that class for the *contents* of the child's mind rather than the exercise of it. Why is instruction better than *examination* in helping the child to think? What is drill? Discuss "hearing the child recite" versus teaching. Which requires most thought, apprehension or comprehension? Why? What is the great instrument of instruction? Show the difference between questions of acquisition and questions of assimilation and thought. Name several questions that belong to each of these classes. What is the value of a question that asks for an answer that must be thought out before it can be given? Define and illustrate mechanical teaching; experimental teaching;

philosophic teaching. Name four sources of knowledge. Which one of these sources is most used in the school? Which one is most valuable in training the child to think? What does Burke say about reflection? Define thinking in your own terms.

PART III.

CHAPTER I.

General Methods in the Recitation.

Define method. Show that acquisition and reflection are the two fundamental powers of the mind. What is analysis; synthesis? What does Sir William Hamilton say of analysis? What does Baldwin say? Which, analytic or synthetic, method prevails in teaching little children? Explain induction as a mode of thought. What makes inductive conclusions reliable? What is deduction as a mode of thought? Write three syllogisms. What determines the value of deductive conclusions? Show that induction derives principles and deduction applies them. Give your opinion of objective methods. What is meant by subjective methods; by empirical methods; rational methods?

CHAPTER II.

Individual Methods in the Recitation.

What is the lecture method? Name some of the advantages of this method, to the teacher; to the pupil. Name the disadvantages to each. Why is the lecture method not applicable in public schools? What is the question method? Name and illustrate three kinds of questions. What do you think of the teaching that uses only test questions? What do you think of the instruction that arouses and directs the thought

of the child? Name some of the advantages of the question method, to the teacher; to the pupil. Why should there be a definite purpose back of all questions? What are "blind questions"? What is the Socratic method? What does Dr. Brumbaugh suggest? What is Plato's definition of opinion? State the fundamental characteristics of the Socratic method. Give the advantage of the Socratic method, to the teacher; to the pupil. What is the topic method? Show the value of the thought phase of this method from the verbal phase. Give some of the advantages of each of these phases. Why is the topic method valuable in giving continuity of thought? What is the special language value of the topic method?

CHAPTER III.

Oral and Written Work in the Recitation.

What advantage generally is the oral recitation from the written recitation? Under what conditions may a child copy a lesson and receive little mental return for his effort? What is your plan of marking written work? What is the value of giving the child instruction upon the errors he makes in his written work? What advantages has the plan that uses a system of symbols for designating errors? Show that written work economizes time. What does Roark say of the advantage of the written recitation?

CHAPTER IV.

Place and Tactics of the Recitation.

Why, in your judgment, should a class be grouped into a small space during a recitation? Why is it difficult to hold the attention of pupils widely separated in the class? What is the advantage of a code of signals for calling and dismissing pupils? Would you ask a pupil to rise and answer a series of questions in a recitation while others are inattentive? What is the advantage of stating a question to the entire class in a general way and then of asking some pupil to answer? Can you make all of the pupils in your class answer the question silently before the oral answer is given? What do you think of the concert method?

CHAPTER V.

The Use of Books in a Recitation.

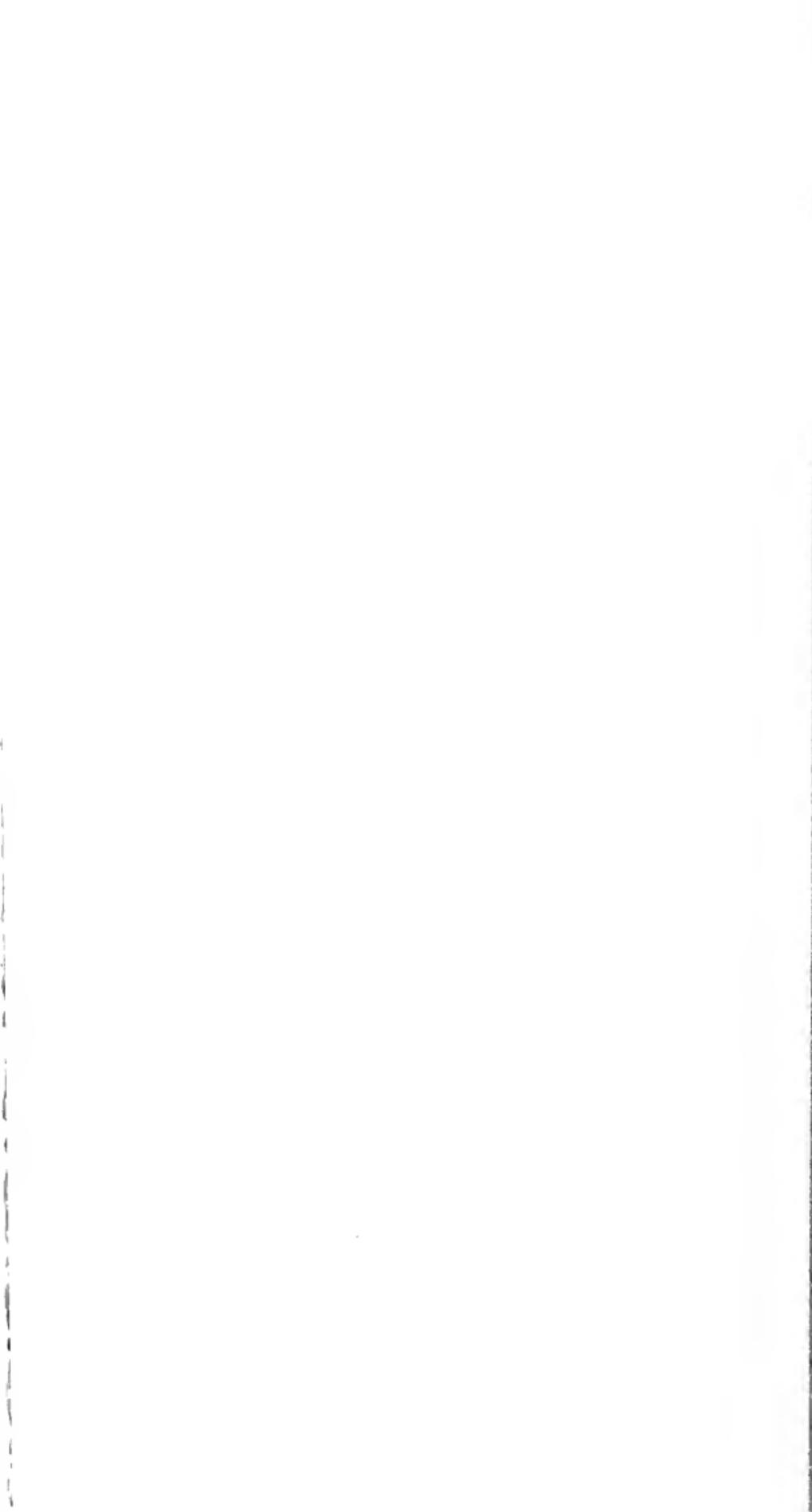
What are likely to be some of the results that come from the nonuse of books in the hands of the teacher in the elementary grades? Why is the text-book plan probably better than your own improved plan? What is slavery to text-book formality? Would you allow the use of text-books in the arithmetic class? Why? Explain the term *eye-minded*; *ear-minded*. What may the teacher do when a child cannot solve a problem? What should she do? Show what is meant by the irrational method of using text in geography when first put into the hands of

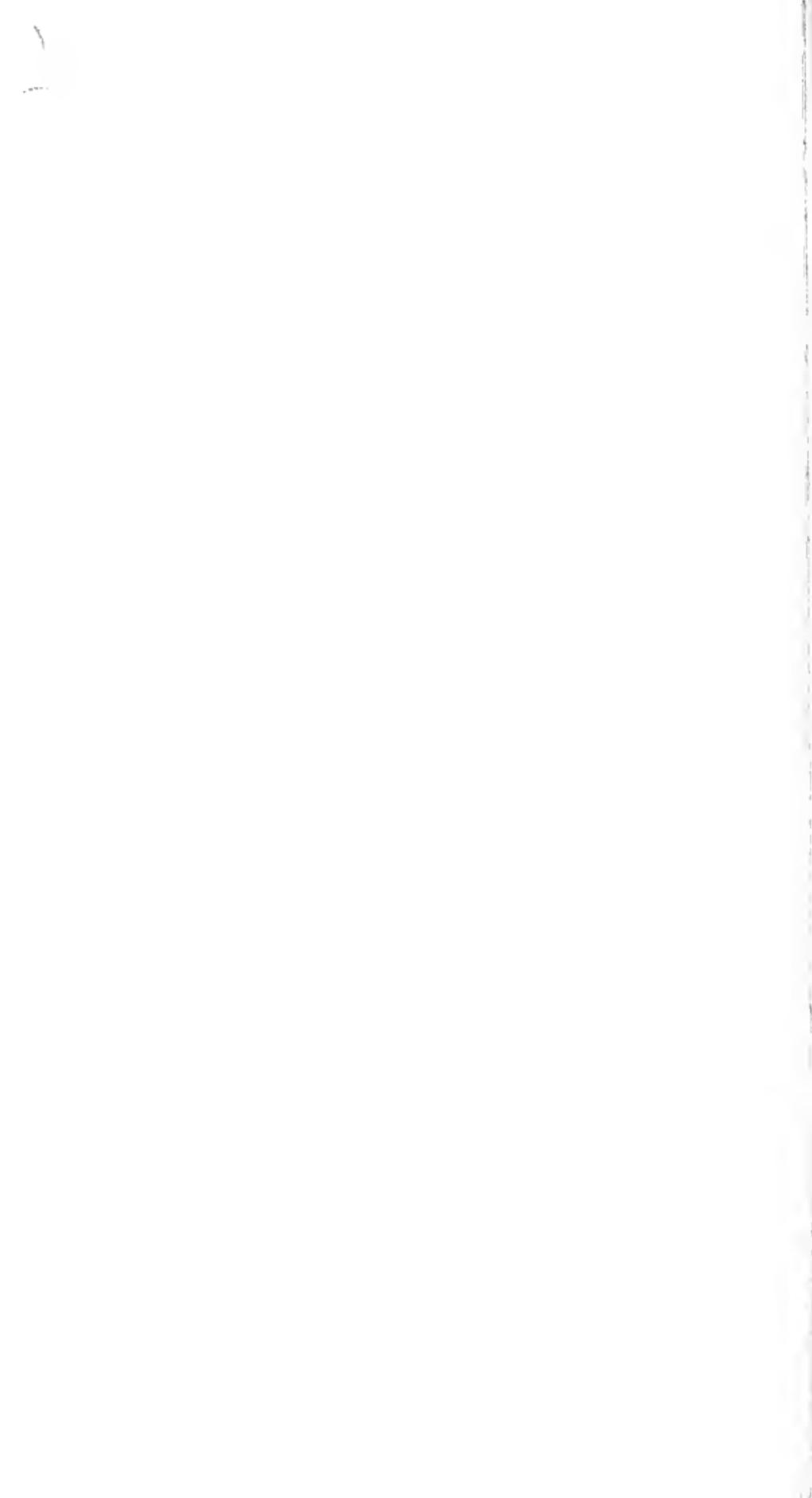
the child. Explain what it is to study a lesson with the class. What is the value of study work?

CHAPTER VI.

English in the Recitation.

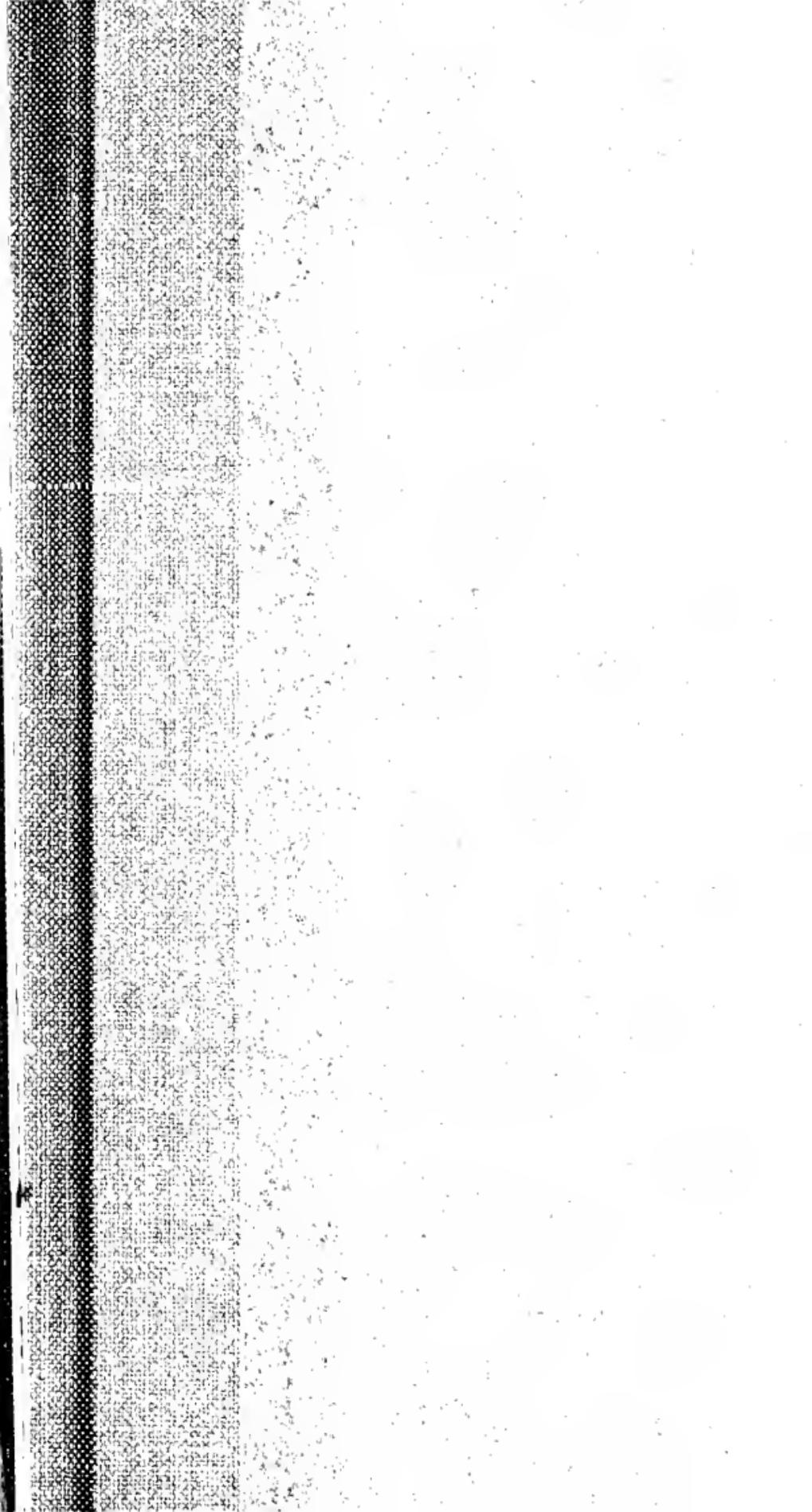
What general criticism is made of English generally in the school? Show how heredity and home environment lead to defective English. Do our schools give enough time to the study of English? What forms of language work are of little value in the study of English? How does the study of form, rather than the contents, in language lead to defective English? Why is English the most difficult of all subjects to teach? What is the great aim in the study of English? Show how habit language is stronger than instruction. What is the value of good literature in the study of English? If children dislike composition, who is to blame, the teacher or the child? What would be the results of the work under such conditions? How should the child's vocabulary be enlarged and improved? Does Pope's fine satire in the *Dunciad* apply to the work in your school? What is the value of oral language? Show how the study of a masterpiece of good English aids the child. Which is the valuable part of a law, its form or its contents? Why is the constructive side of English most valuable to the child?





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